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## ABSTRACT

Because Florida and the nation face a shortage of teachers, the Education Standards Commission designed a questionnaire "Teaching as a Career" to identify those aspects of teaching that are appealing and unappealing to Florida high school students (sophomores and seniors at public and private schools) and to learn what changes in the teaching profession would increase the attractiveness of teaching. The survey contained the following sections: (1) Demographic Information; (2) What Makes a Good Classroom Teacher? (3) Who Has Influenced You the Most? (4) What Aspects of Teaching Are Appealing to Young People? and (5) How I Feel about Teaching as a Career. From an analysis of the 2123 responses the following set of student beliefs about teachers and teaching was developed: (1) the salary for a beginning teacher is too low; (2) teacher work schedules would not encourage students to choose teaching as a career; (3) characteristics selected by students to describe a "good classroom teacher" were similar to behaviors identified by current research associated with improved student achievement; (4) teacher behaviors manifesting affective aspects of the teaching-learning process were among the most important characteristics of a good teacher; (5) more and newer equipment in schools is needed; (6) apparent lack of interest in learning by students was seen as a deterrent to a teaching career; (7) students do not show sufficient respect for teachers; and (8) ineffective teachers should leave teaching. Survey results and a detailed analysis of thinking pertinent to students' responses are presented. The major conclusions are accompanied by specific recommendations for state action that could lead to more students choosing teaching as a profession. The survey questionnaire is appended. (JD)

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# EDUCATION STANDARDS COMMISSION

## TEACHING AS A CAREER High School Students' Perceptions of Teachers and Teaching



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EXECUTIVE DIRECTOR

May 7, 1985

The Honorable Bob Graham  
Governor; President  
State Board Education  
The Capitol  
Tallahassee, Florida 32301

Dear Governor Graham:

The Education Standards Commission is pleased to transmit to you, the members of the State Board of Education and the Florida Legislature a report entitled Teaching As A Career. This report is the result of a request by the State Board of Education to determine the perceptions of high school students concerning the teaching profession.

The Education Standards Commission conducted an extensive survey of Florida's high school sophomores and seniors. The results of the survey, an analysis of supporting literature, and nine recommendations developed by the Education Standards Commission are contained in this report.

The state and the nation face a shortage of teachers. In order to provide Florida's classroom with competent teachers, it is paramount that the concerns expressed in this report be addressed immediately. The Education Standards Commission urges the State Board of Education and the Florida Legislature to continue deliberations on the issues and perceptions regarding the teaching profession and to give serious consideration to the recommendations set forth in this report.

The Education Standards Commission hopes this report will be a valuable resource to the State Board of Education, the Florida Legislature and other interested organizations.

Sincerely,

David C. Smith  
Chairman  
Education Standards Commission

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**EDUCATION STANDARDS COMMISSION**

**TEACHING AS A CAREER  
HIGH SCHOOL STUDENTS' PERCEPTIONS OF  
TEACHERS AND TEACHING**

**May 1985**

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### ACKNOWLEDGEMENT

The Education Standards Commission wishes to express its sincere appreciation to Mrs. Iris Yetter for her contribution to this study. Mrs. Yetter served as the principal researcher and consultant for the duration of this project. The Commission gratefully acknowledges her untiring efforts, support, and perseverance to complete this study and report.

## TEACHING AS A CAREER

1984 Survey of 10th and 12th Graders in Florida's  
Public and Private High Schools

Education Standards Commission

May 1985

### Highlights of the Survey

The purposes of the survey were to identify those aspects of teaching that are appealing or unappealing to high school students, and to learn which changes in the career of teaching would increase the attractiveness of teaching as a potential career choice.

The survey contained the following five sections:

- † Demographic Information
- † What Makes A Good Classroom Teacher?
- † Who Has Influenced You The Most?
- † What Aspects Of Teaching Are Appealing To Young People?
- † How I Feel About Teaching As A Career

A one percent (1%) random sample of tenth and twelfth graders in Florida's public and private high schools (based on the 1983-84 enrollment figures) was identified. Ninety-four percent (94%) of the public school sample and seventy percent (70%) of the private school sample responded to the survey.

Specific survey results and a detailed analysis of current thinking pertinent to the findings are provided in the full report. An analysis of the students' responses to the survey questions led to the development of the following set of student beliefs about teachers and teaching as a career:

- † The salary for a beginning teacher is too low.  
This was the most frequently cited reason students gave for not choosing teaching as a career.
- † The work schedule of a teacher would not encourage students to choose teaching as a career.
- † The characteristics selected by students to describe a "good classroom teacher" are similar to characteristics or behaviors identified by current research to be associated with improved student achievement.

- † Teacher behaviors which manifest affective aspects of the teaching-learning process were selected by students as among the most important characteristics of a good classroom teacher.
- † There should be more and/or newer equipment in the schools to facilitate student learning.
- † One of the major detractors from choosing teaching as a career is the students' observation of the apparent lack of interest in learning exhibited by fellow high school students.
- † High school students do not show (sufficient) respect to their teachers.
- † Ineffective teachers should either be required to improve their performance or be forced to leave teaching.
- † Job availability is not a major factor when high school students consider teaching as a potential career.
- † Having significant adults (e.g. parents, other relatives, teachers, or counselors) recommend teaching as a career would not necessarily encourage a student to choose it.

### **RECOMMENDATIONS**

**RECOMMENDATION 1:** Increase the starting salary for a beginning public school teacher in Florida so that it is commensurate with the starting salaries for other professions requiring at least a college degree.

**RECOMMENDATION 2:** Restructure the teaching role and the conditions of the educational workplace so as to permit teachers to demonstrate greater professional leadership, develop improved collegial support systems, and exercise responsibilities clearly perceived as professional.

**RECOMMENDATION 3:** Free teachers from the performance of noninstructional duties. Instead, have classified personnel and, in some cases, trained community volunteers to assume various noninstructional tasks such as clerical work, monitoring students outside of class, etc.

**RECOMMENDATION 4(a):** Provide preservice teachers with more opportunities to practice presentation of content in situations which permit constructive feedback from instructional personnel who are able to present content effectively and to offer feedback in a positive manner.

**RECOMMENDATION 4(b):** Develop more effective and more sophisticated approaches to teacher inservice and performance evaluation which take into consideration the realities of the teaching situation and which involve professional personnel in the exploration of a variety of instructional presentation modes identified as effective for improvement of student learning.

**RECOMMENDATION 5:** Limit the total number of class teaching periods for high school teachers to five per day and to four per day for those teachers who demonstrate interest and expertise in advising students individually on academic, career, or personal matters. Limit class size so that teachers can devote more individual time to each student, and limit the number of different course preparations in a single semester to two.

**RECOMMENDATION 6:** Provide teachers and school administrators with preservice and inservice activities which explore a variety of generic and subject-specific instructional presentation modes in realistic settings, under the supervision of qualified instructional personnel recognized as effective in the use of each mode.

**RECOMMENDATION 7:** Provide adequate funds for school districts to purchase more and newer equipment for their schools.

**RECOMMENDATION 8:** Involve teachers in a more comprehensive way in the local decision-making process over the final selection of textbooks and other instructional materials, and allow them more flexibility to exercise their professional judgment in the subsequent use of these materials.

**RECOMMENDATION 9:** Examine the observation/evaluation instruments used by school districts to determine quality of employee performance; consider modification, where needed, to ensure that these instruments meet criteria of validity and reliability for effective use. Train all personnel involved in or affected by the use of such instruments in accurate methods of application and interpretation.

## TEACHING AS A CAREER

### A Survey Of High School Students In Florida To Learn What They Think About Teachers And Teaching As A Career

#### INTRODUCTION

The issue of decreasing teacher supply and increasing teacher demand has received considerable attention in the national and state media during the past year. Numerous articles and governmental documents have been devoted to this topic; university faculty, professional education organizations, and independent researchers have studied and reported on the issue. State policy-makers and educators also have discussed the problem in a variety of public forums.

Florida is experiencing a shortage of teachers in the areas of science, math, English, and most areas of exceptional education (1984-85 school year). The current teacher shortage is expected to increase steadily in number and scope during the next decade.

Two factors distinguish the current/projected teacher shortage from teacher shortages in previous decades. First, Florida continues a period of rapid population growth. It is the fourth fastest growing state, having nine of the twenty-five fastest growing cities in the country (Dun & Bradstreet, 1984). Recent ten-year projections for teacher supply and demand in Florida indicate that large increases in elementary and, later, in secondary school-age populations will be matched by a steady decline in the population of young adults (Florida Department of Education, Strategy Planning and Management Information Systems Section, 1984). It is this young adult group (ages 22-29) which has historically replenished the teaching force. However, the present teacher shortage is occurring at a time when there is an ample supply of young adults. Therefore, it is doubtful that there will be an adequate supply of teachers in Florida during the next decade when the young adult population is projected to be much smaller.

The second factor contributing to the special nature of this teacher shortage is a change in the professional career opportunities for women and minorities in this country. Prior to the 1970's, few professional career opportunities were available to women and minorities other than in the "helping" professions, i.e. teaching, nursing, and social work. Now, an increasing number of women and minorities are entering the traditionally male-dominated professions such as law, business, communications, and medicine instead of selecting teaching as a career.

These two factors, combined with several factors which are contributing to an increased level of professional dissatisfaction among

inservice teachers, have led the state to focus directly on the issues of teacher supply and demand. In order to maximize the potential of the current high school-age population as a resource for Florida's future teaching force, the State Board of Education wanted to discover what students in Florida's public and private high schools thought about teaching as a potential career. The State Board of Education directed the Education Standards Commission to conduct a survey to identify those aspects of teaching that are appealing or unappealing to high school students, and to specify the changes that should be initiated in Florida in order to increase teaching's attractiveness as a potential career choice.

The Education Standards Commission subsequently designed a questionnaire, entitled "Teaching as a Career," which was distributed to tenth and twelfth graders in Florida's public and private high schools in the fall of 1984. This report will present the survey's results and an expanded discussion of related issues examined in the study.

## **BACKGROUND**

### **A. Survey Contents**

The five major sections of the survey instrument were labeled:

1. Demographic Information
2. What Makes A Good Classroom Teacher?
3. Who Has Influenced You The Most?
4. What Aspects Of Teaching Are Appealing To Young People?
5. How I Feel About Teaching As A Career

Questions in sections 1, 2, and 3 were answered by all students; questions in sections 4 and 5 were answered only by those students who indicated that they intended to continue their education after high school graduation.

A brief description of each of the five sections follows:

#### **1. Demographic Information**

Students were instructed to identify their grade, sex, race, academic program and performance in school, the education and work experience of their parents, and their own work experiences.

#### **2. What Makes A Good Classroom Teacher?**

Students were asked to rate the importance of each of fifteen characteristics associated with good classroom teaching, and to estimate how many of their teachers had demonstrated these characteristics in the classroom. These fifteen characteristics were selected from three sources--from two previous

surveys of high school students and from the knowledge/research base of the Florida Performance Measurement System. The two prior surveys were: High School and Beyond: A Longitudinal Study for the '80's (National Opinion Research Center, 1983), and The Mood of American Youth (National Association of Secondary School Principals, 1984).

**3. Who Has Influenced You The Most?**

The students were asked to rate a list of individuals (e.g., parents, teachers, other relatives, friends, etc.) on two specific themes: the amount of advice each individual provided the student regarding the student's plans for after high school graduation, and the extent to which each individual had served as a career role model for the student.

**4. What Aspects of Teaching Are Appealing To Young People?**

The twenty-seven items in this section were derived from nine recurring themes in the educational literature pertaining to factors that have influenced college students and practicing teachers to select teaching as a career.

**5. How I Feel About Teaching As A Career.**

Students were asked to indicate if teaching was a possible career choice for them, and to rate a list of thirteen changes in the teaching profession that would make teaching a more appealing career option. They were also asked to choose the five most important changes from the list of thirteen. These suggested changes are frequently cited by inservice teachers as reasons for leaving the profession. Similar reasons or criticisms of the teaching profession appear repeatedly in the media.

The research related to each of these five sections is discussed in the RESULTS section of this report.

**B. Sampling Procedures**

The targeted survey sample was composed of 1,318 tenth graders and 1,008 twelfth graders from Florida's public and private high schools, a total of 2,326 students. The public school tenth and twelfth grades were sampled in an approximate ratio of 1:100. Based on the 1983-84 school year enrollments, one percent of the twelfth grade population was approximately 928 and one percent of the tenth grade population was approximately 1,236. These figures were established by Management Information Systems (MIS), Florida Department of Education, which annually collects and analyzes data related to student populations in Florida's public schools. The actual sample of 898 and 1203 for the twelfth and tenth grades, respectively, represented .0097 of the sophomore and senior population in Florida's public schools for 1983-84 academic year.

One hundred fifty-two (152) public high schools in 66 of the state's 67 school districts appeared in the final sample. The random sample included vocational centers, schools for the gifted, alternative schools, exceptional student education centers, and juvenile detention centers; the latter two types of schools were eliminated from the sample by the researchers. Three school districts are not represented in the final data: one was not included in the random sample; one declined to participate; and, one returned the completed questionnaires after the data analysis process had begun.

The nonpublic (private) school tenth and twelfth grades were also sampled in a ratio of 1:100, and the 1983-84 school year enrollments were again used to determine the sample size. The three classifications of nonpublic schools in Florida are religious, nonreligious, and military. The religious category included schools with the subcategories of Catholic, Baptist Christian, Other Christian, Jewish, and Other Religions. To ensure the adequate representation of each type of nonpublic school in the sample, a proportional random sample was drawn for the tenth grade and for the twelfth grades.

The final sample for nonpublic schools included forty-three separate schools located in 15 counties throughout the state. The following chart depicts that sample:

| TYPE OF SCHOOL | TENTH GRADE STUDENTS |                    | TWELFTH GRADE STUDENTS |                    |
|----------------|----------------------|--------------------|------------------------|--------------------|
|                | Number of Schools    | Number of Students | Number of Schools      | Number of Students |
| Nonreligious   | 4                    | 20                 | 4                      | 20                 |
| Religious      | 18                   | 90                 | 17                     | 85                 |
| Military       | 1                    | 5                  | 1                      | 5                  |
| <b>TOTAL</b>   | <b>23*</b>           | <b>115</b>         | <b>22*</b>             | <b>110</b>         |

\* Two schools were drawn for inclusion in both the tenth and twelfth grade samples.

### C. Data Analysis

Data analysis was performed in two stages: first, response frequencies were computed for the entire sample; next, response frequencies were computed for the tenth graders, for the twelfth graders, for those who indicated they were interested in teaching as a career, and for those who indicated they were not interested in teaching. The information listed in TABLE 1 represents the demographic analysis of the sample. Further data analysis will be performed by the researchers and described in subsequent reports.

TABLE 1

| CHARACTERISTIC                          | GRADE IN SCHOOL |      | TEACHING AS A POSSIBLE CAREER CHOICE |       | TOTAL SAMPLE NUMBER |
|-----------------------------------------|-----------------|------|--------------------------------------|-------|---------------------|
|                                         | 10th            | 12th | YES                                  | NO    |                     |
| Number of Respondents                   |                 |      |                                      |       |                     |
| Public School                           | 1,089           | 876  | —                                    | —     | 1,965               |
| Private School                          | 69              | 89   | —                                    | —     | 158                 |
| Combined                                | 1,158           | 965  | 165                                  | 1,056 | 2,123               |
| Sex of Respondents                      |                 |      |                                      |       |                     |
| % Females                               | 53.5            | 50.9 | 64.2                                 | 48.6  | 1,096               |
| % Males                                 | 46.5            | 49.1 | 32.7                                 | 50.4  | 999                 |
| Race of Respondents                     |                 |      |                                      |       |                     |
| % White                                 | 71.2            | 70.6 | 67.9                                 | 48.6  | 1,473               |
| % Black                                 | 19.1            | 18.9 | 21.2                                 | 14.5  | 395                 |
| % Hispanic                              | 7.9             | 7.7  | 4.8                                  | 8.0   | 161                 |
| % Amer. Indian                          | .4              | .1   | 1.2                                  | .1    | 8                   |
| % Asian                                 | .7              | 1.9  | .6                                   | 1.6   | 25                  |
| % Other                                 | .8              | .7   | 1.2                                  | .6    | 17                  |
| Respondents' Program in School          |                 |      |                                      |       |                     |
| % in General                            | 48.0            | 33.0 | 43.0                                 | 34.6  | 849                 |
| % in Academic/College Prep.             | 44.4            | 53.8 | 46.1                                 | 53.5  | 1,006               |
| % in Vocational                         | 7.6             | 13.2 | 9.1                                  | 9.4   | 210                 |
| Respondents' Grades in School           |                 |      |                                      |       |                     |
| % A or A-                               | 25.6            | 26.5 | 27.3                                 | 29.1  | 539                 |
| % B or B-                               | 45.4            | 50.1 | 47.9                                 | 45.3  | 985                 |
| % C or C-                               | 27.4            | 22.8 | 21.3                                 | 22.8  | 524                 |
| % D or D-                               | 1.7             | .6   | .6                                   | .7    | 23                  |
| Respondents' Plans for Higher Education |                 |      |                                      |       |                     |
| % less than 4 yrs.                      | 22.6            | 26.6 | 20.7                                 | 23.6  | 522                 |
| % 4 years or more                       | 67.1            | 67.0 | 76.9                                 | 73.2  | 1,412               |

### RESULTS OF THE SURVEY

The main purpose of surveying students in Florida's public and private high schools was to gain an understanding of their attitudes about teaching as a potential career. The survey, "Teaching As A Career," was designed to identify those aspects of teaching that are appealing or unappealing to high school students. The researchers also wanted to learn what changes in the teaching profession appear to be necessary if teaching is to become a more appealing career choice. By using the information provided by the respondents, educators and state policymakers can broaden their perspective on the issues and more effectively focus their efforts to ameliorate the problem of teacher shortage in Florida.

The following list of beliefs about teaching is derived from the responses of the students to the questionnaire. The beliefs are presented in the order in which their related questions appeared in the questionnaire. Survey results and an analysis of current thinking and literature pertinent to each of these beliefs will be discussed in this section.

### **Florida High School Students' Beliefs About Teachers or Teaching**

1. The salary for a beginning teacher is too low.
2. The work schedule of a teacher would not encourage students to choose teaching as a career.
3. The characteristics selected by students to describe a "good classroom teacher" are similar to characteristics or behaviors identified by current research to be associated with improved student achievement.
4. Teacher behaviors which manifest affective aspects of the teaching-learning process were selected by students as among the most important characteristics of a good classroom teacher.
5. There should be more and/or newer equipment in the schools to facilitate student learning.
6. One of the major detractors from choosing teaching as a career is students' observation of the apparent lack of interest in learning exhibited by fellow high school students.
7. High school students do not show (sufficient) respect to their teachers.
8. Ineffective teachers should either be required to improve their performance or be forced to leave teaching.
9. Job availability is not a major factor when high school students consider teaching as a potential career.
10. Having significant adults (e.g. parents, other relatives, teachers, or counselors) recommend teaching as a career would not necessarily encourage a student to choose it.

### **ANALYSIS OF THE SURVEY FINDINGS**

**Belief 1: The salary for a beginning teacher is too low.**

The students were presented with a list of thirteen changes that could make teaching a more appealing career choice. From that list, students were asked to select the five most important changes. **"Increase the starting salary" was selected as the most important change by tenth and twelfth graders, and by those students who said that they would not choose teaching as a career. Those students who said they would choose teaching as a career**

selected "Increase the starting salary" as the third most important change. Correspondingly, in a national survey of over four thousand high school students in six geographically-distributed states, Mangieri and Kemper (1984) found that the number one factor contributing to students' lack of interest in teaching as a profession was the low salary.

Summarized in Table 2. are students' mean salary estimates for a beginning public school teacher in Florida.

TABLE 2.

Student Estimates of Salary for Beginning  
Public School Teachers

| Respondent Group                        | Total Responding     | Mean Salary Estimate |
|-----------------------------------------|----------------------|----------------------|
| 10th graders                            | n=999 (86% of total) | \$14,519.            |
| 12th graders                            | n=862 (89% of total) | \$15,501.            |
| "YES" to teaching<br>as a career choice | n=144 (87% of total) | \$14,533.            |
| "NO" to teaching<br>as a career choice  | n=951 (90% of total) | \$15,097.            |

Actual Salary Figures for the 1983-84 School Year in Florida \*

|                            |                |           |
|----------------------------|----------------|-----------|
| All first year<br>teachers | 100% (n=2,854) | \$13,615. |
|----------------------------|----------------|-----------|

\*Unpublished data, Management Information Systems (Florida Department of Education)

The salary estimates made by the four groups of high school students were within the actual ranges of the lowest and highest minimum salaries offered by school districts in Florida for the 1983-84 school year. The published statewide minimum salary range was \$11,000 - \$16,000 (Florida Department of Education, Management Information Systems, 1984). It is interesting to note that the average salary estimates made by the four groups of students were above the actual mean starting salary for beginning Florida teachers during the 1983-84 school year. However, these salary estimates were realistic. Therefore, when Florida high school students indicate that the low starting salary for a teacher is one of the most important reasons for not choosing teaching as a career, they are confirming what they have learned from the media, from their family and friends, from their teachers, and from other sources.

Florida ranked thirty-third among all the states in average teacher salary in the 1983-84 school year (National Education

Association, 1984). Since Florida trains less than 40% of its teachers and "imports" the remainder, an increase in the starting salary for teachers would seem to be essential if Florida is to attract high quality teachers into the state.

Salary is a salient concern when today's youths consider choosing a career and/or a college major. Tomorrow's Teachers (Applied Systems Institute, Inc., 1985) is a review of national data on college freshman from 1974-1983, with follow-up data analysis based on the freshman classes of 1979 and 1981. The follow-up analyses compared, on a number of variables, students interested in choosing teaching as a career with those not interested in teaching.

In 1963, college sophomores and seniors who were not teacher candidates chose "Financial Prospects" as the third most important reason (of eight) for choosing a college major. In the same year, those college sophomores and seniors who were teacher candidates chose "Financial Prospects" as the sixth and seventh reasons, respectively, for choosing a college major. Traditionally, students considering teaching as a career have not been attracted to the profession by the financial rewards it offers. Given the steadily declining number of people attracted to the profession, the financial aspects of teaching must become a major focus of change.

In Fall 1984 the same research program, the Cooperative Institutional Research Program, surveyed the entering freshman from 345 colleges/universities in the United States. Sixty-eight percent (68%) of these freshman said a "very important" reason for attending college was "to be able to make more money." The importance of financial success as a personal value rose from ninth place in 1970 to second place in 1984. (The most important personal value to the 180,000 college freshmen surveyed in 1984 was a desire to become an authority in their field of interest.)

It is clear that the financial benefits of a career are an important consideration for the upcoming professionals of the 1990's. Even if students in high school and college are not exactly correct in their estimates of the financial benefits of teaching, their perceptions related to this issue are proximate. The following chart illustrates the discrepancies between the starting salary for a teacher and the starting salaries for other professions.

# STARTING SALARIES\*

| 1974        | PRIVATE INDUSTRY      | 1984              |
|-------------|-----------------------|-------------------|
| \$ 8,685.   | Laboratory Technician | \$ 17,761.        |
| 8,892.      | Librarian             | 19,344.           |
| 9,672.      | Economist             | 20,484            |
| 11,040.     | Accountant            | 20,176.           |
| 10,088.     | Sanitation Worker     | 20,280.           |
| 10,176.     | Statistician          | 22,416.           |
| 11,284.     | Radio Broadcaster     | 20,800.           |
| 11,925.     | Bus Driver (Metro)    | 22,906.           |
| 11,556.     | Engineer              | 26,844.           |
| 13,485.     | Construction Worker   | 23,126.           |
| 14,820.     | Plumber               | 24,180.           |
| 16,801.     | Social Worker         | 23,907.           |
| 18,666.     | Purchasing Director   | 37,374.           |
| 19,634.     | Personnel Director    | 42,978.           |
| 8,233.      | TEACHER (National)    | 14,500.           |
| unavailable | TEACHER (Florida)     | 13,615. (1983-84) |

\*Sources: U.S. Dept. of Labor Reports, Employment and Earnings: Professional, Administrative, Technical, and Clerical Pay.

NEA Research Report: Prices, Budgets, Salaries, and Incomes.

U.S. Office of Personnel Management Report: State Salary Survey.

When the teacher's annual salary is adjusted from a ten month salary to a twelve month salary, the average Florida beginning teacher earned almost \$4,000 less than the lowest paid, non-college educated worker in private industry (listed above) for the 1983-84 year.

Although teacher salaries have increased steadily over the past twenty years, those increases have not kept pace with inflation. According to Feistritz (1983), when teachers' salaries are figured in constant (or "inflation-free") dollars rather than in current dollars, the salaries were actually lower in 1983 than they were in 1968. The percentage of change in purchasing power in salaries of Florida teachers decreased 13% between 1972-73 to 1982-83 (p.47).

One Florida student responding to this survey summarized the issue of teachers' salaries in this way:

"Pretty soon, teaching will be a job that a person will get as a last resort because of the salary."

A twelfth grader from Volusia County

**RECOMMENDATION 1:** Increase the starting salary for a beginning public school teacher in Florida so that it is commensurate with the starting salaries for other professions requiring at least a college degree.

**Belief 2: The work schedule of a teacher would not encourage students to choose teaching as a career.**

There were twenty-seven items in the Florida survey in the section entitled, "What Aspects Of Teaching Are Appealing To Young People?" Each item relates to one of nine reasons preservice and inservice teachers frequently give for choosing teaching as a career. The students were asked to rate each item in one of three ways: "Would Encourage Me (to choose teaching as a career)", "Would Have No Influence (on my choice of teaching as a career)", or "Would Discourage Me (from choosing teaching as a career)."

Of the four student groups, those students who indicated that they were not interested in teaching as a career evaluated eight of the twenty-seven items as reasons which would discourage them from choosing teaching as a career. The tenth graders and the twelfth graders selected five items in common as reasons which would discourage them from choosing teaching as a career. And, those students who indicated that they were interested in choosing teaching as a career evaluated only three of the items as discouraging. The eight items selected by the students who are not interested in teaching included all the items selected by the other three student groups as discouraging reasons.

The two items receiving the highest rating from the four student groups as reasons which "Would Discourage Me (from choosing teaching as a career)" were: "The starting salary for teachers" and "The daily work schedule of a teacher." (The third item having a high response rate to "Would Discourage Me" was "Having friends or relatives recommend teaching as a career." This item will be discussed later in the report.)

About half of the students surveyed also took the opportunity to respond to the open-ended questions in the survey. When asked why they would not choose teaching as a career, students gave these responses related to salary and the (daily) work schedule of a teacher:

"My mother is a teacher. She is not paid well enough for the time and effort she puts into her work. She basically has too many headaches and problems to deal with that she probably wouldn't have if she had gone into another profession."

A twelfth grader from Madison County

"I think that teachers are grossly overworked and underpaid. Judging from my mother, who used to be a teacher (she changed into editing), it is tiring. The children nowadays are discouraging."

A tenth grader from Orange County

In Fall 1983 many of Florida's school districts added a seventh class period to the student's daily schedule, and all school districts initiated the new state requirements for student attendance. When the state strengthened its requirements for graduation and student attendance, it significantly increased the workload for many of the teachers. The addition of one class period to a teacher's schedule requires the teacher to do much more than merely teach for an additional hour. Each additional class requires the teacher to spend many extra hours preparing for instruction, evaluating student work, giving attention to the personal and instructional needs of 25-30 more students, and accurately maintaining the elaborate student attendance and instructional records for these students.

The students responding to this survey do not believe that the daily work schedule of a teacher is easy. A Florida student summarized the job of the teacher in this way:

"Many times teachers are dealing with students' family and emotional problems along with problems a student may be having in school. (This is simply because they are human and just want to help.) I feel that they are really babysitters and substitute parents for seven hours along with instructors. It's too much of a demand for so low a salary."

A twelfth grader from Bay County

**RECOMMENDATION 2:** Restructure the teaching role and the conditions of the educational workplace so as to permit teachers to demonstrate greater professional leadership, develop improved collegial support systems, and exercise responsibilities clearly perceived as professional.

**RECOMMENDATION 3:** Free teachers from the performance of noninstructional duties. Instead, have classified personnel and, in some cases, trained community volunteers assume various noninstructional tasks such as clerical work, monitoring students outside of class, etc.

**Belief 3:** The characteristics selected by students to describe a "good classroom teacher" are similar to characteristics or behaviors identified by current research to be associated with improved student achievement.

Students were presented with a list of fifteen characteristics and asked to rate the contribution of each characteristic in their definition of "A Good Classroom Teacher." Then students were asked to select the five most important characteristics from the

list of fifteen. Three of those five most important characteristics and their rankings by student groups are summarized in TABLE 3.

TABLE 3  
RANKING BY:

| Student Perceptions of Important Characteristics Of A Good Classroom Teacher              | Grade        |              | Career Choice     |                  |
|-------------------------------------------------------------------------------------------|--------------|--------------|-------------------|------------------|
|                                                                                           | 10th Graders | 12th Graders | "Yes" to Teaching | "No" to Teaching |
| Explains the subject clearly                                                              | 1st          | 1st          | 1st               | 1st              |
| Is knowledgeable in the subject he or she teaches                                         | 2nd          | 2nd          | —                 | 2nd              |
| Presents the subject content in a variety of ways so students stay interested in learning | —            | 5th          | 3rd               | 5th              |

— indicates that the particular group of students did not choose this characteristic as one of the five most important

These three characteristics/behaviors are similar to teacher behaviors which have been demonstrated by research to relate to improvements in student achievement (Florida Coalition for the Development of a Performance Measurement System, 1984).

In "Teaching As A Career," students were also asked how many of their teachers (from grade 8 through the present) have shown the characteristics they selected as most important: **Most of Them, About Half of Them, or Few of Them.** Table 4 lists the students' responses to this question.

TABLE 4

| Student Perceptions of Important Characteristics Of A Good Classroom Teacher              | Percentage of Classroom Teachers Showing Characteristics, Grades 8-Now |     |              |     |                   |     |                  |     |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----|--------------|-----|-------------------|-----|------------------|-----|
|                                                                                           | 10th Graders                                                           |     | 12th Graders |     | "Yes" to Teaching |     | "No" to Teaching |     |
|                                                                                           | Most                                                                   | Few | Most         | Few | Most              | Few | Most             | Few |
| Explains the subject clearly**                                                            | 29%                                                                    | 16% | 28%          | 14% | 35%               | 12% | 27%              | 15% |
| Is knowledgeable in the subject he or she teaches                                         | 68%                                                                    | 5%  | 70%          | 4%  | —                 | —   | 71%              | 4%  |
| Presents the subject content in a variety of ways so students stay interested in learning | —                                                                      | —   | 14%          | 41% | 21%               | 36% | 14%              | 45% |

— indicates that the particular group of students did not choose this characteristic as one of the five most important.

\*\*identified as one of the top three important characteristics of their best teachers by junior and senior high school students surveyed in 1983 by the National Association of Secondary School Principals (NASSP).

The three groups of students who selected "Teacher is knowledgeable in the subject he/she teaches" indicated that MOST of their teachers have demonstrated knowledge of their subject area.

For the characteristic/behavior, "Explains the subject clearly," only ONE-THIRD or fewer of the students in each of the four student groups indicated that MOST of their teachers have shown this behavior. More than fifty percent of the students in each of the four groups perceived that only ABOUT HALF of their teachers, from grade 8 through the present, "Explained the subject clearly."

Three student groups selected "Presents the subject content in a variety of ways so that students stay interested in learning" as one of the five most important characteristics of a good classroom teacher. But 75% to 85% of the students in each of these three groups indicated that either HALF or FEW(ER) of their teachers actually have demonstrated this characteristic.

At a time when the state is striving for excellence in education, i.e. enhancing student learning by ensuring teacher effectiveness, it is noteworthy that students believe only half or fewer of all their teachers have demonstrated two characteristics which they associate with good classroom teaching and which research has shown to be associated with improved student achievement. Although students perceive that MOST of their teachers are knowledgeable in the subject area they teach, knowing the subject content does not necessarily ensure that the teacher can explain the subject clearly or present it in a variety of ways to maintain or facilitate student interest in learning.

Teaching is a complex communicative process: the teacher sends a verbal message to the students (encoding); the students receive the message (decoding); the teacher observes the students for their reactions to the message (feedback); and, the teacher decides if the message was received and, if not, in what alternative way(s) the message can be recommunicated. Knowledge of the content area is a necessary component of the teaching process, but it is not sufficient to ensure that the teacher can convey the content to the students in a meaningful way.

Some of the Florida students gave their opinions about teachers' subject area knowledge and presentation of it. Here is a representative sampling of those opinions:

"Periodically teachers should be tested on how much they know and how well they can present it. Teachers get 'burned out' just like students."

A twelfth grader from Brevard County

"Teachers should have to go back to school and learn new things about their subject and the way it's taught."

A tenth grader from Pinellas County

**RECOMMENDATION 4(a):** Provide preservice teachers with more opportunities to practice presentation of content in situations which permit constructive feedback from instructional personnel who are able to present content effectively and are able to offer feedback in a positive manner.

**RECOMMENDATION 4(b):** Develop more effective and more sophisticated approaches to teacher inservice and performance evaluation which take into consideration the realities of the teaching situation and which involve professional personnel in the exploration of a variety of instructional presentation modes identified as effective for improvement of student learning.

**Belief 4:** Teacher behaviors which manifest affective aspects of the teaching-learning process were selected by students as among the most important characteristics of a good classroom teacher.

The students were asked to select the five most important characteristics of a good classroom teacher from a list of fifteen. Two of the five characteristics selected by the students as most important pertained to the affective aspect of student-teacher interaction. These two behaviors and their rankings by student groups are listed in Table 5.

**TABLE 5**

Ranking By:

| Student Perceptions of Important Characteristics Of A Good Classroom Teacher               | Grade        |              | Career Choice     |                  |
|--------------------------------------------------------------------------------------------|--------------|--------------|-------------------|------------------|
|                                                                                            | 10th Graders | 12th Graders | "Yes" to Teaching | "No" to Teaching |
| Treats students with respect                                                               | 5th          | 4th          | 2nd               | 3rd              |
| Works with students who need help or request help without embarrassing or criticizing them | 3rd          | 3rd          | 5th               | 4th              |

In the national survey of junior and senior high school students entitled The Mood of American Youth (National Association of Secondary School Principals, 1984), more than one-third of the students listed "spending time to help students" as one of the

top three behaviors that characterized their best teachers. About twenty percent of this same student sample indicated that "being considerate of students' feelings" and "relating well to students" were also traits of their best teachers.

In "Teaching As A Career," students were asked how many of their teachers, grades 8 through the present, had shown these characteristics. Student responses are listed in Table 6.

TABLE 6

| Students' Perceptions of Important Characteristics Of A Good Classroom Teacher             | Percentage of Classroom Teachers Showing Characteristics, Grades 8-Now |     |              |     |                   |     |                  |     |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----|--------------|-----|-------------------|-----|------------------|-----|
|                                                                                            | 10th Graders                                                           |     | 12th Graders |     | "Yes" to Teaching |     | "No" to Teaching |     |
|                                                                                            | Most                                                                   | Few | Most         | Few | Most              | Few | Most             | Few |
| Treats students with respect                                                               | 33%                                                                    | 22% | 35%          | 18% | 35%               | 21% | 34%              | 19% |
| Works with students who need help or request help without embarrassing or criticizing them | 37%                                                                    | 24% | 38%          | 24% | 39%               | 18% | 39%              | 27% |

Thirty-three to thirty-nine percent (33-39%) of the students in the four groups indicated that **MOST** of their teachers, between eighth grade and the present, had shown these two behaviors. Another 41 to 46% of the students think that **ABOUT HALF** of their teachers, between grade eight and the present, have treated the students with respect. Further, these same teachers have worked with students who needed help or requested help without embarrassing or criticizing them.

These are just two of many teacher behaviors which describe the affective aspect of teacher-student interaction. In "Teaching As A Career," students were asked to rate, as encouraging or discouraging, 27 reasons for choosing teaching as a career. Three of these reasons specifically dealt with the role of the teacher either as a "helper" or a "counselor." The three reasons for choosing teaching as a career were: "Helping a child or young person gain confidence in him/herself", "Having a positive affect on the life of a child or young person", and "Helping others."

All four student groups indicated that these three behaviors would encourage them to choose teaching as a career. Even seventy-nine to eighty-three percent (79-83%) of those students who indicated that they were not interested in choosing teaching as a career said that these are three reasons which would encourage them to

choose teaching! It is interesting to learn that the high school students who responded to "Teaching As A Career" recognize the altruistic nature of teaching and the teacher's role, and think it is an appealing aspect of teaching.

This aspect of the teacher's role is especially important to the students of the 1980's. The emotional pressures placed on today's high school students by their families, their peers, and their (plans for the) future can be burdensome. More and more, teachers are faced with students who bring their personal as well as their learning problems to school.

Between 1960 and 1980, the divorce rate in Florida more than tripled and the number of households headed by females almost tripled (Florida Department of Health and Rehabilitative Services, 1983). More students live in homes where one parent, often the mother, has primary responsibility for the financial and emotional support of the children. It is evident that the emotional stress associated with divorce is felt acutely by children in elementary school as well as those in secondary school. Sometimes the high school student will try to alleviate the financial burdens resulting from divorce by working part-time to help support the family. Students bring these emotional and financial burdens to school with them.

In addition to the pressures imposed by a change in the structure of the family, high school students are pressured by their peers, by the media, and by the realities of a tight job market. Often, these pressures lead them to experiment with substances which may be illegal or hazardous to their health. While use of these substances might temporarily alleviate some of the pressures or improve their self-esteem, the use actually creates another problem for the students.

The academic pressures on students have also increased. In 1983, Florida increased the graduation requirements for public high school students. The entrance and graduation requirements for state universities have also increased. Because students are interested in having a financially successful future (Applied Systems Institute, Inc., 1985) they must be made to recognize that to secure that future, their academic performance in high school (and in higher education) must be noteworthy.

High school students are showing the effects of the burdens imposed by stricter academic requirements, stronger personal temptations, and weaker family structures. Between 1960 and 1982, the suicide rate among Florida residents under the age of twenty increased 122%. Dr. Michael Peck, Director of the Los Angeles Suicide Prevention Center, estimates that at any given moment in any given high school in the United States, ten percent of the student

population is contemplating suicide. And that means they not only have had the idea or are thinking about it, but that they have actually made a plan on how they would do it (Florida Department of Health and Rehabilitative Services, 1983).

Who can help the high school students in Florida deal with their problems? The high school counselors can. However, during the 1983-84 school year, for those high schools in Florida that had full-time counselors, the ratio of students to counselor was approximately 475:1 (Unpublished data, Florida Department of Education, 1984). Even if only ten percent of those 475 students needed personal counseling/guidance, the counselor would not have sufficient time in a week to see each student for one class period, assuming those were the only duties of the counselor.

When students need help, they often turn to their favorite teacher. Because teachers have extended contact with the same students, they have more opportunity than the counselor to learn about each student's performance, personality, or problems. Unfortunately, teachers are seldom free to counsel students except during the teachers' limited non-teaching time within the workday. This is the time during which they are expected to accomplish some or all of the following: plan lessons; perform administrative, noninstructional tasks, such as monitoring students in bus loading areas, lunchrooms, hallways, or restrooms; tutor students who request instructional help; grade student assignments; and, develop teaching materials. It seems ironic that at a time when the public has expressed a loss of respect for teachers and the teaching profession, teachers are expected to teach more classes, do more administrative and clerical work, and give more individual attention to students.

One of the teachers interviewed by the Carnegie Foundation is quoted in Ernest Boyer's book, High School: The Foundation's Report on Secondary Education. The quote poignantly describes the bind teachers find themselves in vis a vis finding the time to interact with their students.

"I think counselors try to help the kids, but there just aren't enough of them. So the kids come to us. We help them select courses; we give them advice about future careers or what colleges they should go to. Often they're in trouble at home or even with the police. When a kid has a real problem, you can't tell him you don't have the time to give him help or advice. The truth is you don't have the time. But you somehow find it. It comes with the territory, with being a teacher. But the whole situation is really cockeyed. It's not fair to the kids; it's not fair to the counselors; and it's not fair to teachers (p.157)."

Teachers do not merely teach subjects; they teach people. Teachers must have the time and, perhaps, the training necessary to give students the quantity and quality of help/support that students want and need. "When we think of a great teacher," says Boyer, "most often we remember a person whose technical skills were matched by the qualities we associate with a good and trusted friend (p.149)."

**RECOMMENDATION 5:** Limit the total number of class teaching periods for high school teachers to five per day and to four per day for those teachers who demonstrate interest and expertise in advising students individually on academic, career, or person matters. Limit class size so that teachers can give more individual time to each student, and limit the number of different course preparations in a single semester to two.

**NOTE:** The legislature recognized the importance of the teacher as an advisor to students. In 1984, the legislature passed a bill entitled, "Teachers As Advisors" (Section 230.2314, F.S.) This bill called for the development of model programs wherein teachers would be trained to serve as career and academic advisors. During the 1984-85 school year, the state funded 39 model programs in 30 school districts. While this appears to be evidence of the state's interest in providing students with better access to counseling services, concern must be expressed as to whether teachers are going to be capable of providing this counseling assistance without a corresponding lessening of required time in classroom teaching or whether they will be expected to assume this duty in addition to full-time teaching.

**Belief 5:** There should be more and/or newer equipment in the schools to facilitate student learning.

The students were presented with a list of thirteen changes which, if made, would make teaching a more appealing career choice. The students were asked to rate the importance of the thirteen changes and then select the five most important changes from the list of thirteen. Three of the four student groups indicated that "Teaching would be a more appealing career choice if there were more equipment or newer equipment in the schools to help students learn." The three student groups selecting this change were: the twelfth graders, those students who said "Yes" to choosing teaching as a career, and those students who said "No" to choosing teaching as a career.

"Equipment" is being used here in its broadest sense; it includes equipment related to the teaching of a particular content area (e.g., science, physical education, or geography) as well as the

resources necessary to instruct in any content area (e.g., print and nonprint media, computer hardware and software, projection and recording equipment, and models, maps and other resources).

In "Teaching As A Career," the students indicated that one of the most important characteristics of a good classroom teacher is the ability to present the subject content in a variety of ways to sustain the students' interest in learning. In order for a teacher to be able to vary instructional modes, at least three conditions must be operating: 1) the teacher must know and be willing to use a variety of instructional modes; 2) the "equipment" necessary to facilitate the teacher's use of different instructional modes must be available in quantities sufficient to accommodate each student in the class; and, 3) the school administration must be willing to support the teachers' use of creative/new instructional presentation modes and "equipment."

John L. Goodlad described the tedious, non-affective instruction that he and his colleagues observed while gathering data for the book, A Place Called School. He learned that as students ascended in grade level in school, they were more likely to encounter lecturing as the primary mode of instruction and less likely to have an opportunity to interact with instructional "equipment." In particular, Goodlad decried the superficial way in which science and social studies are taught. He said the explanation for the teaching of predominantly lower intellectual processes in these two subjects may be the result of the what he calls "the circumstances of schooling (p.236)."

Goodlad went on to say that effective teaching calls for the use of materials other than textbooks and workbooks; it calls for field trips, films, as well as use of an array of primary source materials, conference rooms, and, possibly, construction materials. But, he added quickly, "the circumstances of schooling" often impede the teachers' use of creative presentation modes and instructional materials. He summarized "the circumstances of schooling" in this way:

"Field trips, deviant ways of teaching, small rooms and the like call for different schedules and arrangements not conventionally and, therefore, not usually available in schools. Publishing companies attempting to cater to the cutting edge of instructional practice usually lose money. It is more profitable to market textbooks, in spite of the competition. Teachers may start out 'fighting the system,' but it is much easier, ultimately, to settle down into conventional ways of teaching. And one tends to look more 'normal' by doing so. The cards are stacked against innovation (p.237)."

One aspect of the quantity/quality issue of instructional "equipment" deals specifically with textbooks. Textbooks play a vital role in American education. According to Michael Kirst, an authority on educational policy, 70-75% of instructional time in American classrooms is controlled by the textbook (Keynote Address, Southeastern Regional Meeting of AERA, 1985). The textbook sets a standard for the quantity and quality of subject coverage and, often, guides the direction and evaluation of coursework. If the textbook is such a powerful influence in instruction, then the teacher should be a powerful influence in determining which textbooks should be selected since he/she is knowledgeable in the subject area, responsible for the presentation of course material, and accountable for student learning/achievement.

In January, 1985, Phi Delta Kappan printed the results of The Gallup Poll of Teachers' Attitudes Toward the Public Schools Part Two. One of the questions asked in that poll was, "Who do you feel should have the most influence in the selection of books for use in public school classrooms and school libraries?" (p.330) Eighty-two percent (82%) of the high school teachers who were polled said that teachers should have that influence, and forty-two percent (42%) of the U.S. public sample agreed that teachers should have that influence. This vote for teacher influence of book selection by the U.S. public sample group was more than twice as large as the vote in any of the other four choice categories. The remaining 58% of the U.S. public sample group voted this way: principals and school administrators--15%; school boards--13%; parents--18%; and, no opinion--12%.

Teachers need to have a strong voice in the selection of instructional "equipment," and they and the school administrators need to be trained to use and accommodate the use of innovative instructional modes.

**RECOMMENDATION 6:** Provide teachers and school administrators with preservice and inservice activities which explore a variety of generic and subject-specific instructional presentation modes in realistic settings, under the supervision of qualified instructional personnel recognized as effective in the use of each mode.

**RECOMMENDATION 7:** Provide adequate funds for school districts to purchase more and newer equipment for their schools.

**RECOMMENDATION 8:** Involve teachers in a more comprehensive way in the local decision-making process over the final selection of textbooks and other instructional materials, and allow them more flexibility to exercise their professional judgment in the subsequent use of these materials.

**Belief 6: One of the major detractors from choosing teaching as a career is the students' observation of the apparent lack of interest in learning exhibited by fellow high school students.**

The students were presented with a list of thirteen changes which, if made, would make teaching a more appealing career choice. The students were asked to rate the importance of the thirteen changes and then select the five most important changes from the list of thirteen. All four student groups selected as one of the five most important changes on the list of thirteen the response, "Teaching would be a more appealing career choice to me if students showed more interest in learning."

During the discussion of Belief 5., it was stated that the quantity and quality of instructional "equipment" can influence the types of instructional presentation modes that are available to teachers. If teachers do not have access to a variety of learning resources and, because of this, they fail to vary their modes of instruction, then students may become bored or disinterested in learning.

This explanation of the problem of student disinterest in learning is, at best, partially satisfactory. The problem has sociologists and psychologists pointing accusatory fingers at various factors: the role that extensive television viewing has played in creating a generation of passive learners; the roles that consumerism and immediate gratification of wants have played in undermining the willingness of youth to persevere to achieve a goal; the role that increased financial responsibilities on women as head-of-households has played in decreasing the time and energy women have to monitor the schoolwork of their children; and, the role that the media have played in encouraging today's youth to spend more time in developing their images than in developing their minds. These are just a few of the possible causes for students' lack of interest in learning, and each probably contributes to the whole explanation.

Teachers are aware of the problem. In two separate polls, teachers indicated that student lack of interest/motivation in school was one of the most serious problems facing the schools today. In the Gallup Poll of Teachers' Attitudes Toward the Public Schools, reported in the October, 1984 issue of Phi Delta Kappan, respondents were asked to list the biggest problems facing the public schools in their community (p.104). High school teachers indicated that "pupils' lack of interest/truancy" was the third most important problem confronting the public schools. (In all, twenty-five problems were listed by the respondents.) In the same poll, when teachers were asked to select the three main reasons why teachers are leaving their jobs, 41% of the high school teachers voted for these two reasons: "Students are unmotivated, uninterested in school" and "Discipline problems in school." These two reasons tied for second place in a field of nine reasons.

In 1984, Louis Harris and Associates conducted a survey of teachers for The Metropolitan Life Insurance Company. In the survey, entitled The American Teacher, teachers were asked their views on the seriousness of problems in their own schools. Sixty-six percent (66%) of the almost 2,000 respondents indicated that "Students' lack of interest in their classes" was either a very serious or somewhat serious problem in their school. When responses in the "Very Serious" category were analyzed separately, high school teachers, as a group, and teachers teaching in the South, as a group, selected "Students' lack of interest in their classes" as the most serious problem facing their schools.

High school students are aware of and influenced by the exasperation their teachers are experiencing because of unmotivated students in their classes. In "Teaching As A Career," two students described the influence that lack of student interest in learning has had on their view of teaching as a possible career:

"I don't think teachers are respected by the students anymore. I think it would be hard to teach someone who isn't willing to learn."

A tenth grader from Escambia County

"I don't know if I could handle the stress put on teachers by students who do not behave or just don't want to learn."

A tenth grader from Nassau County

And one student made the following suggestion for dealing with the problem of unmotivated students:

"Students who don't want to learn should not be in a class with students who want to learn."

A twelfth grader from Broward County

**Belief 7: High school students do not show sufficient respect to their teachers.**

In "Teaching As A Career," students were asked to rate, as encouraging or discouraging, 27 reasons for choosing teaching as a career. More than sixty percent (60%+) of all the students selected "Being respected by students" as one reason that would encourage them to choose teaching as a career.

Students were also asked to select the five most important changes (from a list of thirteen) which, if made, would make teaching a more appealing career choice. Three of the four student groups selected the change, "Teaching would be a more appealing career choice if students showed more respect to teachers" as one of the five most important changes. The three student groups selecting this change were the tenth graders, those students who said "Yes" to teaching, and those students who said "No" to teaching.

Ideally, "Being respected by students" would encourage more students to choose teaching as a career; however, the reality is that high school students do not appear to show sufficient respect to their teachers. The disrespectful behavior displayed by some students towards their teachers may be influencing other students to disregard teaching as a potential career choice. But, the observed disrespect is not the only negative influence on students' attitudes about teaching as a career.

'Disrespect' is a sentiment that has been woven into public opinion about teachers and schools. Well-publicized findings from national studies of American high schools have focused the public's attention on the need for reform in all aspects of the public education system in order to raise the level of student achievement. The following areas were among many cited in the literature as needing improvement: the curriculum; graduation requirements; the academic performance and behavior standards for students; the learning resources available in schools; the performance of principals as educational leaders; the instructional performance of teachers; the work schedules and working conditions of teachers; the apparent lack of flexibility in scheduling and staffing of classes; the professional enrichment activities available to educators; and, the parents' own involvement with local schools.

However, during the last two years, teacher quality and performance have received considerable attention in the national and state media. The frequency of media coverage addressing the need to evaluate general knowledge, specific content area knowledge, and the classroom performance of all teachers has led the public to believe that poor teacher performance has been the primary cause of poor student performance. As a result, teachers have publicly borne the brunt of this latest educational reform movement.

Student disrespect to teachers reflects personal as well as societal attitudes towards teachers and the teaching profession. Salary, working conditions, and job responsibilities are associated with occupational prestige in our society and most others. Since the salary and the working conditions associated with teaching are widely recognized as undesirable, and the noninstructional job responsibilities associated with teaching are viewed as nonprofes-

sional, it is not surprising that teaching has declined in status as a profession and, consequently, teachers have lost much of the respect they had traditionally enjoyed.

This is corroborated by response of the U.S. public sample to a question on the Gallup Poll of Teachers' Attitudes Toward the Public Schools, Part 2. The lay respondents were asked to rate a list of twelve professions on two factors: the contribution of the profession to the general good of society, and the amount of prestige or status people in each profession have in your local community. The highest possible rating was ten and the lowest was zero. Twenty-nine percent (29%) of the respondents in the sample of the U.S. public gave "Public school teachers" the highest rating, placing public school teachers third (behind "Clergy" and "Physicians") in their contribution to the general good of society. However, only nineteen percent (19%) of this same respondent group gave "Public school teachers" the highest rating for status. This latter rating placed teachers seventh (of twelve professions) in the amount of the professional prestige or status. According to Gallup, "Indeed, teaching is the profession that the public perceives as having the largest disparity between its status in the community and its contribution to society (p.325)."

The perceived disparity between professional status in the community and contribution to society was even greater when teachers were asked to rate these two factors. Fifty-nine percent (59%) of the teachers who were sampled gave "Public school teachers" the highest rating, placing them first in their contribution to the general good of society. But, only one percent (1%) of the respondents in the teachers' sample gave "Public school teachers" the highest rating for status. This low self-rating dramatically illustrates the poor perception that teachers have of their own prestige or status in their local community.

Certainly, when the public and the practicing teachers perceive that "Public school teachers" have low prestige or status in the local community, an implicit or explicit message about the teaching profession is being conveyed to students. Unfortunately, the message is not likely to encourage students to show more respect to their teachers or encourage them to choose teaching as a career.

**Belief 8: Ineffective teachers should either be required to improve their performance or be forced to leave teaching.**

The students were asked to rate the importance of thirteen different changes that would make teaching a more appealing career choice. Then they were asked to select the five most important

changes from the list of thirteen. All four student groups selected, "Teaching would be a more appealing career choice to me if ineffective teachers were required to improve their teaching or leave teaching" as one of the five most important changes.

Students were also asked to provide their own recommendations for changes (in the teaching profession) which, in their opinion, would make teaching a more appealing career choice. The student comments listed below provided insight into students' perceptions of "ineffective teachers:"

"Boot out bad teachers! If it means paying teachers a higher salary, do it. This is so they will not think, 'I only get paid a little so I'll give them a little teaching.' Evaluate classes on surprise."

A tenth grader from Orange County

"If teachers were reported as being ineffective, then there should be a serious study of that teacher and her classroom procedures. And don't just pass it off like, 'Well, they're (the students) just troublemakers' because there could be a real problem with that teacher."

A tenth grader from Escambia County

"...have teachers evaluated unexpectedly because when most of my teachers were (evaluated) they were prepared, well-organized, and tried their best to teach right that day. You need to surprise them and see what happens."

A twelfth grader from Pinellas County

"Teachers who lack enthusiasm for their own subject and also activities outside of school time should be advised to leave teaching. The state should also be generous in the amount of time it allows teachers to take for educational trips and also should provide money for this purpose."

A twelfth grader from Hillsborough County

"Discontinue hiring teachers so that they may coach football. Don't allow teachers to teach out of their area of knowledge."

A twelfth grader from Orange County

The first four student comments raised a significant point related to identifying ineffective teaching, namely the need to re-examine the teacher evaluation process. The last student comment suggested

that one reason teachers may be ineffective is because they are teaching out of their area of expertise. These student comments allude to important factors which do contribute to teacher ineffectiveness. In reality, there are several factors which can contribute to the ineffectiveness of a teacher, and students may not be aware of a number of these factors: too many different course preparations in one semester or too many students in each class; insufficient or inappropriate instructional materials; teacher isolation (especially at the high school level) and lack of peer assistance to refine their practice; constraints imposed by the school district which limit the teacher's effectiveness; and, managers who do not correctly use the existing systems for helping teachers to improve their performance or take the steps necessary for the removal of ineffective teachers.

In Florida, there are many teachers teaching out-of-field. Data reported in Teacher Supply and Demand: Third Annual Report (Florida Department of Education, Strategy Planning and Information Systems Section, 1984, p.13) indicated that there were eight subject fields where more than seven percent (7%) of the teachers were teaching out-of-field. Those eight were: English, math, science, social studies, specific learning disabilities (SLD), emotionally/severely handicapped, gifted, and agriculture. If the three areas of exceptionality are excluded, the actual number of teachers teaching out-of-field in Fall, 1983 in the four basic subject areas and agriculture was 1,957 or 2.0% of the state's nearly 80,000 full-time-equivalent teachers. By itself, the number does not seem alarming. However, if each of those 1,957 teachers taught out-of-field to only one class of twenty students, then almost 40,000 students in the state would have been taught by teachers not certified, i.e., not deemed qualified by the state to teach that subject.

The students' comments quoted at the beginning of this discussion expressed concern with an aspect of reliability in the process of evaluation. The students perceive and are apparently concerned with the differences between the teacher's usual classroom performance and the performance when the teacher is being observed by a school administrator. This discrepancy may imply to the student that the teacher evaluation process is perfunctory. The students suggested that the teacher should be evaluated more than once, and at least one of the observations should be unannounced. Multiple observations of performance are necessary to confirm the quality of a teacher's performance and to confirm the accuracy of the evaluator's observations.

Another facet of the reliability issue is the qualification of the evaluator to assess the range of behaviors listed on most evaluation forms. State law (Section 231.29, FS) requires that persons designated to perform teacher evaluations must be trained in the

proper use of their district's assessment criteria and procedures. Because evaluators assess teacher performance of generic instructional skills, e.g. classroom management skills, as well as those related to specific content areas, e.g. uses teaching methods and materials which are appropriate for the lesson's objectives, either the evaluator should receive training to perform both types of evaluations, or there should be at least two evaluators, one of whom would evaluate the general instructional behaviors and the other the content-specific behaviors.

It is apparent that one of Florida's current educational goals is to increase the level of knowledge of its students. In 1983, state legislation increased the number of academic units required for graduation from a public high school, as well as the required number of hours of daily attendance in school. Another way the state can demonstrate its commitment to increasing the students' level of knowledge is by ensuring the quality of its teachers' performance. Reliable, on-site observation(s) of the teacher's instructional performance by qualified evaluators will provide useful information which both the teacher and evaluator can discuss as the basis for decisions about inservice training activities that will help the teacher improve or enhance his/her instructional performance. The mandated annual teacher evaluation should not be performed in a perfunctory manner in order to comply with state law or professional contractual agreements; by itself, the performance evaluation does little to influence changes in behavior.

In 1982, Section 231.087 (2) and (5), Florida Statute, created the Florida Council on Educational Management and the Florida Academy of School Leaders (FASL). One of the Council's mandated responsibilities was to establish guidelines for the school districts to use in developing performance appraisal systems for educational personnel. Those guidelines, published in January, 1985, describe the eleven criteria. FASL was charged with the responsibility of offering technical assistance to those school districts which requested help in training their district administrators and school managers in the competencies identified by the Council as necessary for effective management.

The Council, FASL, the Florida Department of Education, and the Panhandle Management Development Network have developed and recently field tested a program to instruct teams of district level administrators and school managers in human resource management training; this two-day training program includes training in performance appraisal activities. The Department of Education and FASL will offer this program to school districts around the state in the near future.

The preceding discussion addressed the student belief that "Ineffective teachers should either be required to improve their teach-

ing or leave teaching." Although we do not know how the students who selected this change would define "ineffective teachers," we do know that four of the characteristics which students selected to characterize a "good classroom teacher" were demonstrated by only ABOUT HALF or FEW(ER) of their teachers. Therefore, we can say that ABOUT HALF of the respondents' teachers, between eighth grade and the present, have been perceived as ineffective in demonstrating four of the characteristics which the students selected as most important in characterizing a "good classroom teacher." If we want to increase student achievement levels and encourage more students to consider teaching as a career, we, the educators and policymakers, must help those individuals who model the career of teaching maximize their potential and the potential of the students.

According to Donna Kerr, a researcher at the Institute for Advanced Study in Princeton, "There is a disturbing duplicity in a society that itself fails to create the conditions that would foster teaching competence and then complains of incompetent teachers. Our teaching corps can be no more competent than we make it (1983, p. 131). If we want the ineffective teachers to improve their performance, and we want the effective teachers to maintain or enhance their performance, then leaders at every level in the educational system must work toward achieving the best the system can offer and end the duplicity.

**RECOMMENDATION 9: Examine the observation/evaluation instruments used by school districts to determine quality of employee performance; consider modification, where needed, to ensure that these instruments meet criteria of validity and reliability for effective use. Train all personnel involved in or affected by the use of such instruments in accurate methods of application and interpretation.**

**Belief 9: Job availability is not a major factor when high school students consider teaching as a potential career.**

Students were asked to rate twenty-seven items that appeared in the survey section entitled, "What Aspects of Teaching Are Appealing To Young People?" Each item related to one of the nine reasons preservice and inservice teachers frequently give for choosing teaching as a career. The students were asked to rate each item in one of three ways: "Would Encourage Me (to choose teaching as a career)", "Would Have No Influence (on my choice of teaching as a career)", or "Would Discourage Me (from choosing teaching as a career)." When asked how "Being able to find a job" would affect their choice of teaching as a career, 53-57% of the students in the four student groups indicated that it "Would Encourage Me" to

choose teaching as a career and 39-41% of the students in the four groups indicated it "Would Have No Influence" on me.

In another section of "Teaching As A Career," the students were asked to rate the importance of thirteen changes in making teaching a more appealing career choice. Only 23-39% of the students in the four student groups rated "Teaching jobs were easy to find" as a "Very Important" change. Of the thirteen changes listed, the change "Teaching jobs were easy to find" received the second lowest rating from all four student groups as a "Very Important" change that would make teaching a more appealing career choice. (The change receiving the lowest rating in the "Very Important" category related to increasing the teachers' work year to twelve months.) Finding a job in a career area whose intrinsic and extrinsic rewards are diminishing is not an important issue to most high school students.

Dan C. Lortie, in his classic sociological study entitled Schoolteacher (1975), described three different types of rewards in career teaching, namely extrinsic, intrinsic, and ancillary rewards. Extrinsic rewards are related to the "earnings" attached to the career; the "earnings" might include money, prestige, or power. The intrinsic or psychic rewards are the subjective rewards determined by the individual during the course of his/her employment. Some of the frequently-cited intrinsic rewards of teaching are: the opportunity to work with children or young people; the opportunity to help others or see them learn; and the opportunity to continue working in or studying a subject area that is of personal interest to the teacher. The ancillary rewards refer to those work-related characteristics which are generally stable over time. For teaching, the ancillary rewards might include regularly-scheduled vacations, the required work hours, or the ability to work in a variety of geographical locations.

Earlier in this report, students' perceptions of teachers' salaries were discussed. Students indicated that teachers do not earn enough money, especially for the amount of work they have to do. Also, the prestige of the teacher has been eroded by the extensive, recent media coverage related to the need to test teachers' general and content area knowledge. Students indicated that one of the most important changes to make teaching a more appealing career choice would be for students to show more respect to teachers. It would appear, then, that the extrinsic rewards frequently associated with teaching no longer have the appeal they once did.

In Schoolteacher, Lortie reported that the intrinsic reward teachers derived from teaching related to the gratification they felt when they believed they had influenced students. Eighty-six percent (86%) of the 6,000 teachers interviewed in 1964 in the Dade County sample of Lortie's study indicated that "Knowing that I have

'reached' students and they have learned" was their strongest intrinsic or psychic reward for teaching (p.104). But, in "Teaching As A Career," the students indicated that one of the most important changes to make teaching a more appealing career choice would be to increase student interest in learning. If the students see other students disinterested in learning (and, perhaps, disrupting class), and they see the frustration of their teachers in trying to "reach" or motivate the disinterested students, it is likely that these classroom experiences will have a negative affect on a student's consideration of teaching as a career.

If the extrinsic rewards of teaching are weak and one of the strongest intrinsic rewards is being eroded by student behavior, will the ancillary rewards associated with teaching be able to compensate for the loss of the other reward types and encourage students to choose teaching as a career? Probably not. Based on the survey results, it appears that "Being able to find a job" in teaching is important only to those who are already interested in teaching as a potential career, and, then, to only about half of that group of students. In order to encourage more students to choose teaching as a career, changes affecting the intrinsic and extrinsic rewards associated with teaching will need to be addressed before the ancillary rewards will attract students to the career in the numbers in which they are needed.

**Belief 10: Having significant adults (e.g. parents, other relatives, teachers, or counselors) recommend teaching as a career does not necessarily encourage a student to choose it.**

Student responses to questions concerning the amount of influence adults have on students' future plans indicated that parents are still a strong influence in guiding the general direction of the futures of their high school-age child(ren). Students in all four groups (tenth graders, twelfth graders, those who indicated that teaching was a potential career choice, and those who indicated it was not) said that **parents offer the most advice** concerning their plans for after high school; **parents also have the greatest amount of influence as role models** for their child(ren)'s career plans. According to the respondents, mothers have more influence than fathers in both of these areas. Those students who are considering teaching as a career indicated that "Mothers" and "Teachers" were about equal in their influence as role models for future career plans.

When students were asked specifically if **"Having the support of my parents to choose teaching as a career"** was a reason for choosing it, 41-53% of the tenth graders, the twelfth graders, and those

students who said "NO" to teaching as a potential career choice indicated that this reason **"Would Encourage Me"** to choose teaching; 45-52% of these same three student groups indicated that this reason **"Would Have No Influence"** in my choice. Parental influence in encouraging the choice of teaching as a career was not strong, but it was stronger than the amount of influence exercised by other significant adults present in the lives of high school students. For these same three student groups, **"Having a teacher or a counselor advise me to become a teacher"** and **"Having friends or relatives recommend teaching as a career"** were two reasons which would encourage only 19-31% of them to choose it. In fact, **"Having friends or relatives recommend teaching as a career"** and **"Having a teacher or counselor advise me to become a teacher"** were rated the third and fourth least encouraging reasons (of the twenty-seven presented) for choosing teaching as a career by the students in the three student groups mentioned above. (**"The starting salary for teachers"** and **"The daily work schedule of a teacher"** were the first and second least encouraging reasons, respectively, selected by these same student groups.)

It is interesting to note that significant adults also do not seem to have a strong impact on factors which contribute to the career choices of college students. Teacher candidates and non-teacher candidates in their sophomore and senior years in college consider **"Family Advice"** and **"College Advice"** as the two least important reasons (of the seven reasons presented) for choosing a college major (Applied Systems Institute, p.23).

The influence that significant adults have in encouraging the choice of teaching as a career is stronger for those high school students who indicated that they are currently interested in teaching. For 80% of these students, **"Having the support of my parents"** was an encouraging reason to choose teaching; **"Having a teacher or counselor advise me to become a teacher"** was an encouraging reason for 64% of them; and, **"Having friends or relatives recommend teaching"** was encouraging to 56% of them. These data are not surprising. Having the significant adults reinforce a career choice to which the student has made an early commitment would support the student's decision to pursue that career.

Even though the advice of teachers and counselors to choose teaching as a career would not encourage a majority of the students to choose it, there were still many tenth and twelfth graders (31% of each of these sample groups) who indicated that this advice would have an encouraging affect on them. If 31% of the sample population who responded to this question were encouraged to consider and, then, choose teaching as a career, the issue of teacher supply would be less of a problem. Given this, the next questions to ask are: **"Do teachers or counselors talk with students about**

teaching as a career? And, if they do, do they encourage students to consider choosing teaching?"

In "Teaching As A Career," students were asked to indicate the amount of information about teaching as a career given to them by a variety of individuals. At least 50% of the students in each of the four student groups indicated that "Classroom teacher(s)" provided some of their information about teaching, and at least another 20% in each group indicated that classroom teachers provided a great deal of their information about teaching as a career. If classroom teachers are the greatest source of information about teaching as a career, are they encouraging students to consider teaching as a career when they do talk about it?

In the Metropolitan Life (Insurance Company) Survey, The American Teacher (1984), the surveyers asked the national sample of almost 2,000 randomly selected public school teachers if they would advise a young person to pursue a career in teaching. Forty-five percent (45%) of the respondents agreed strongly or somewhat that they would advise a young person to pursue a career in teaching. When those same respondents were separated into groups according to their number of years of teaching experience, those who were newest to teaching (had less than five years of experience) were far more likely to advise a young person to pursue a career in teaching than those who had taught the longest (had more than ten years of experience)--63% compared to 43%, respectively.

In the Gallup Poll of Teachers' Attitudes Toward The Public Schools Part Two (Phi Delta Kappan, 1985), one of the measures used to determine teachers' attitudes toward the desirability of teaching as a profession was to ask whether or not teachers would like to have either their daughter or son choose teaching as a career. About equal numbers of teachers were and were not in favor of having their daughter choose teaching (43% compared with 46%, respectively). However, there were almost twice as many teachers who were opposed to having their son choose teaching as a career as there were teachers in favor of it--59% compared with 31%, respectively.

Classroom teachers, who provide the students with most of their information about teaching as a career, are not necessarily encouraging or advising students to choose teaching as a career. According to the findings of the two national surveys of public school teachers, less than half of the teachers would advise a young person to choose teaching. This finding should be of some concern since, according to student responses in "Teaching As A Career," at least 70% of the students (who intend to pursue postsecondary education) receive some or a great deal of their information about teaching as a career from their classroom teachers.

In "Teaching As A Career," students were asked if they wanted to receive more information about the career of teaching. Thirty-seven percent (37%) of the tenth graders and forty percent (40%) of the twelfth graders who responded to the question indicated that they did want more information about teaching as a career. If we assume that the seven percent (7%) of the students who indicated that they were currently considering teaching as a career are included in the figures listed above, then the remaining 30-33% of those who want more information are somewhat interested in teaching as a possible career and willing to explore the possibility. This assumption is supported by the percentage of the tenth graders (38%) and twelfth graders (37%) who answered "Maybe" when asked if teaching was a possible career choice for them. These are the students who must be identified, informed about teaching as a career, and encouraged to teach.

There is proposed legislation sponsored by Senator Castor and Representatives Hazouri and Mills to establish a teacher recruitment center in the State of Florida. One of the major responsibilities of this center would be to develop and distribute promotional materials related to teaching as a career. There is also a proposal calling for the (re)establishment of organizations similar to "Future Teacher Clubs" in Florida's public high schools.

As a result of "Teaching As A Career," information will be forwarded to those students who voluntarily submitted their names to receive more information about teaching as a career. These individuals will receive promotional literature concerning the teaching profession. This literature was developed cooperatively by the Florida Association of Teacher Educators, the Center for Career Development Services, and the Florida Department of Education. These same students' names also have been forwarded to the State Coordinator for Career Education who, in turn, will alert each school district's career education coordinator of these students' interest in teaching.

These promotional measures are a partial answer to the problem of teacher supply in Florida. In addition to these efforts, substantial changes must be made in the conditions associated with teaching as a profession. Then, when these changes are made, they must be well-publicized. If we fail to take immediate corrective action, increased numbers of students may fail to consider the profession.

### CONCLUSION

The results of the "Teaching As A Career" study, embodied in the list of ten student beliefs, are especially important because they reiterate the elements which teaching professionals and researchers have described as detractors from the appeal of teaching as a

profession. These elements, which have been discussed widely in the education reform literature of the 80's, include: low salary, low status, unprofessional working conditions, and problems related to student behavior or student uninterest in learning. As a result of this study, we are able to document that high school students in Florida are also aware of these unattractive conditions associated with teaching, and that the students are not considering teaching as a career because of these and related conditions.

In "Teaching As A Career," students were asked, "If changes (which would make teaching a more appealing career choice) were actually made, would you be more likely to choose teaching as a career?" A majority of the students indicated that if certain changes were made they would be more likely to consider choosing teaching as a career. The school-age population must be considered as one of the most valuable resources for Florida's future teaching force. Therefore, it is imperative that the members of the State Board of Education and the Florida Legislature immediately direct their attention to issues identified in this report and develop policies which will ameliorate the conditions of employment and elevate the professional status of teachers in Florida.

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APPENDIX A  
Survey Questionnaire



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STATE OF FLORIDA  
DEPARTMENT OF EDUCATION  
EDUCATION STANDARDS COMMISSION

TALLAHASSEE, FLORIDA 32301

PHONE 904/488-1523

RICHARD C. HOLINAN  
EXECUTIVE DIRECTOR

TEACHING AS A CAREER

HIGH SCHOOL QUESTIONNAIRE

Florida is one of the fastest growing states in the United States. In order to continue providing Florida's students with quality education, the state must have information about its student population as well as its potential teaching force.

There are two purposes for this survey. The first purpose is to find out what factors might influence the career choices of high school students in Florida; the second is to identify the factors that might lead students to choose teaching as a career.

The survey is anonymous so you can be honest in your responses. Please answer the questions seriously. The information you provide can influence decisions made about education and the teaching profession in Florida.

Thank you for your cooperation.

The Florida Education Standards Commission

CE 351  
Exp. 12/31/84

**SECTION I**

**WHAT MAKES A GOOD TEACHER?**

- A. How important is each of these characteristics in your definition of a good classroom teacher?

| A GOOD CLASSROOM TEACHER:                                                                       | NOT<br>IMPORTANT | SOMEWHAT<br>IMPORTANT | VERY<br>IMPORTANT |
|-------------------------------------------------------------------------------------------------|------------------|-----------------------|-------------------|
| 1. Seems to enjoy teaching.                                                                     |                  |                       |                   |
| 2. Explains the subject clearly.                                                                |                  |                       |                   |
| 3. Plans the daily lessons.                                                                     |                  |                       |                   |
| 4. Treats students with respect.                                                                |                  |                       |                   |
| 5. Is witty and humorous.                                                                       |                  |                       |                   |
| 6. Makes you work hard so you'll learn.                                                         |                  |                       |                   |
| 7. Returns student work promptly.                                                               |                  |                       |                   |
| 8. Takes an interest in the students as individuals not just as learners.                       |                  |                       |                   |
| 9. Disciplines students effectively.                                                            |                  |                       |                   |
| 10. Presents the subject content in a variety of ways so students stay interested in learning.  |                  |                       |                   |
| 11. Works with students who need help or request help without embarrassing or criticizing them. |                  |                       |                   |
| 12. Is knowledgeable in the subject he or she teaches.                                          |                  |                       |                   |
| 13. Treats all students fairly.                                                                 |                  |                       |                   |
| 14. Praises good student performance.                                                           |                  |                       |                   |
| 15. Gives homework that helps students learn the subject.                                       |                  |                       |                   |

- B. Which are the five (5) characteristics that you consider MOST IMPORTANT from the list above? Please list the five characteristics by number.

Number \_\_\_\_\_ Number \_\_\_\_\_ Number \_\_\_\_\_

Number \_\_\_\_\_ Number \_\_\_\_\_

- C. In your opinion, how many of your classroom teachers from grade 8 through now showed these characteristics?

| CHARACTERISTICS                                                                                 | MOST OF THEM | ABOUT HALF OF THEM | JUST A FEW OF THEM |
|-------------------------------------------------------------------------------------------------|--------------|--------------------|--------------------|
| 1. Seems to enjoy teaching.                                                                     |              |                    |                    |
| 2. Explains the subject clearly.                                                                |              |                    |                    |
| 3. Plans the daily lessons.                                                                     |              |                    |                    |
| 4. Treats students with respect.                                                                |              |                    |                    |
| 5. Is witty and humorous.                                                                       |              |                    |                    |
| 6. Makes you work hard so you'll learn.                                                         |              |                    |                    |
| 7. Returns student work promptly.                                                               |              |                    |                    |
| 8. Takes an interest in the students as individuals not just as learners.                       |              |                    |                    |
| 9. Disciplines students effectively.                                                            |              |                    |                    |
| 10. Presents the subject content in a variety of ways so students stay interested in learning.  |              |                    |                    |
| 11. Works with students who need help or request help without embarrassing or criticizing them. |              |                    |                    |
| 12. Is knowledgeable in the subject he or she teaches.                                          |              |                    |                    |
| 13. Treats all students fairly.                                                                 |              |                    |                    |
| 14. Praises good student performance.                                                           |              |                    |                    |
| 15. Gives homework that helps students learn the subject.                                       |              |                    |                    |

**WHO HAS INFLUENCED YOU THE MOST?**

- D. People often influence the future plans of students by giving them advice or making suggestions to them. How much have the following persons influenced your plans for after high school? Place an X in the one column that describes their amount of influence. If you have not had contact with some of the persons listed below, place an X in the column labeled "Doesn't Apply."

| PERSON                                                     | AMOUNT OF INFLUENCE |      |       | DOESN'T<br>APPLY |
|------------------------------------------------------------|---------------------|------|-------|------------------|
|                                                            | NONE                | SOME | GREAT |                  |
| *1. Your Father or stepfather or male guardian             |                     |      |       |                  |
| *2. Your Mother or stepmother or female guardian           |                     |      |       |                  |
| 3. Guidance counselor/Occupational Specialist              |                     |      |       |                  |
| 4. Coach(es) or Music Director(s)                          |                     |      |       |                  |
| 5. Classroom Teacher(s)                                    |                     |      |       |                  |
| 6. Your own friends                                        |                     |      |       |                  |
| 7. Sister(s) or Brother(s)                                 |                     |      |       |                  |
| 8. Friends of your family                                  |                     |      |       |                  |
| 9. Relatives (not including parents, sisters, or brothers) |                     |      |       |                  |
| 10. Military recruiters                                    |                     |      |       |                  |
| 11. College recruiters                                     |                     |      |       |                  |
| 12. Recruiters from vocational/technical schools           |                     |      |       |                  |
| 13. Your employer                                          |                     |      |       |                  |
| 14. A religious leader                                     |                     |      |       |                  |
| 15. Other (Please identify by title)                       |                     |      |       |                  |

\*If you have a natural parent as well as a stepparent or guardian, circle the one who has had the strongest influence on your life and answer for that adult.

- E. Teenagers often want to follow the career paths of people they admire. Because you admire them, you decide you would like to do what they do. We call these people 'role models'. How much has each of these adults been a role model for your career plans? Place an X in the ONE column that best describes how much of a role model that person has been for your career plans. If you have not had experience with some of the persons listed below, place an X in the column labeled "Doesn't Apply."

| ROLE MODEL                                                                                 | NOT AT<br>ALL | SOME-<br>WHAT | A GREAT<br>DEAL | DOESN'T<br>APPLY |
|--------------------------------------------------------------------------------------------|---------------|---------------|-----------------|------------------|
|                                                                                            |               |               |                 |                  |
| *1. Your Father or stepfather or male guardian                                             |               |               |                 |                  |
| *2. Your Mother or stepmother or female guardian                                           |               |               |                 |                  |
| 3. Sister(s) or Brother(s)                                                                 |               |               |                 |                  |
| 4. Classroom Teacher(s)                                                                    |               |               |                 |                  |
| 5. Coach(es) or Music Director(s)                                                          |               |               |                 |                  |
| 6. Relative (not including parent, sister(s) or brother(s))                                |               |               |                 |                  |
| 7. Friends of your family                                                                  |               |               |                 |                  |
| 8. Your own friends                                                                        |               |               |                 |                  |
| 9. Your employer                                                                           |               |               |                 |                  |
| 10. Person from the media (radio, t.v., movie, newspaper, books, or recording personality) |               |               |                 |                  |
| 11. Other (please identify by title)                                                       |               |               |                 |                  |

\*Answer the question using the same adult you chose in question D. (1 and 2)

F. What do you think the starting salary is for a first-year public school teacher (with a Bachelor's degree) in Florida?

\$ \_\_\_\_\_ for the school year

G. As things stand now, what is the highest level of education you plan to complete?

- \_\_\_ 1. Less than high school graduation
- \_\_\_ 2. High school graduation
- \_\_\_ 3. Vocational, trade or business school after high school
- \_\_\_ 4. Graduation from junior or community college
- \_\_\_ 5. Military service followed by college or vocational, trade or business school
- \_\_\_ 6. Graduation from college
- \_\_\_ 7. Complete a graduate or professional degree

**IF YOU DO NOT INTEND TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL GRADUATION,**  
**PLEASE SKIP TO SECTION II, PAGE 9.**

**IF YOU DO INTEND TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL GRADUATION,**  
**PLEASE GO TO QUESTION H. ON PAGE 5.**

**WHAT ASPECTS OF TEACHING ARE APPEALING TO YOUNG PEOPLE?**

- H. Listed below are reasons other young people have given for choosing teaching as a career. Some of these reasons might encourage you to choose teaching as a career, some might discourage you from choosing it, and some might have no influence on your choice.

Place an X in the one column that shows how you feel about each reason.

| REASONS FOR CHOOSING TEACHING AS<br>A CAREER:                          | WOULD<br>ENCOURAGE<br>ME | WOULD<br>HAVE NO<br>INFLUENCE | WOULD<br>DISCOURAGE<br>ME |
|------------------------------------------------------------------------|--------------------------|-------------------------------|---------------------------|
| 1. Working with children or young people.                              |                          |                               |                           |
| 2. Working in a subject area that is<br>of special interest to me.     |                          |                               |                           |
| 3. Helping others.                                                     |                          |                               |                           |
| 4. Using my special skills or talents.                                 |                          |                               |                           |
| 5. Being able to find a job.                                           |                          |                               |                           |
| 6. Being respected by members of my<br>local community.                |                          |                               |                           |
| 7. The starting salary for teachers.                                   |                          |                               |                           |
| 8. The daily working schedule of a<br>teacher.                         |                          |                               |                           |
| 9. Having friends or relatives recommend<br>teaching as a career.      |                          |                               |                           |
| 10. Helping a child or young person<br>gain confidence in him/herself. |                          |                               |                           |
| 11. Teaching students a subject that I<br>consider important.          |                          |                               |                           |
| 12. Improving the quality of education<br>in the schools.              |                          |                               |                           |
| 13. Applying my knowledge and experience<br>in a creative way.         |                          |                               |                           |
| 14. Having job security.                                               |                          |                               |                           |

- H. Listed below are reasons other young people have given for choosing teaching as a career. Some of these reasons might encourage you to choose teaching as a career, some might discourage you from choosing it, and some might have no influence on you.

Place an X in the one column that shows how you feel about each reason.

| REASONS FOR CHOOSING TEACHING<br>AS A CAREER:                                        | WOULD<br>ENCOURAGE<br>ME | WOULD<br>HAVE NO<br>INFLUENCE | WOULD<br>DISCOURAGE<br>ME |
|--------------------------------------------------------------------------------------|--------------------------|-------------------------------|---------------------------|
| 15. Being respected by students.                                                     |                          |                               |                           |
| 16. Periodic salary raises while teaching.                                           |                          |                               |                           |
| 17. The annual work schedule (e.g. summer vacations off, long holiday breaks).       |                          |                               |                           |
| 18. Having a teacher or counselor advise me to become a teacher.                     |                          |                               |                           |
| 19. Having a positive affect on the life of a child or young person.                 |                          |                               |                           |
| 20. Working in a learning environment.                                               |                          |                               |                           |
| 21. Making a positive change in society.                                             |                          |                               |                           |
| 22. Showing what "really creative teaching" is.                                      |                          |                               |                           |
| 23. Being able to work in a variety of geographic locations.                         |                          |                               |                           |
| 24. Being respected by society.                                                      |                          |                               |                           |
| 25. The opportunity for advancing in the profession after several years of teaching. |                          |                               |                           |
| 26. Having time on the job to do day-to-day planning.                                |                          |                               |                           |
| 27. Having the support of my parents to choose teaching as a career.                 |                          |                               |                           |

#### HOW I FEEL ABOUT TEACHING AS A CAREER

- I. As things stand now, is teaching (in any grade from kindergarten through high school) a possible career choice for you?

\_\_\_ 1. Yes                      \_\_\_ 2. Maybe                      \_\_\_ 3. No

- J. Please explain what would keep you from choosing teaching as a career.

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K. Below is a list of changes that will affect the career of teaching.

In your opinion, how important is each of these changes in making teaching a more appealing career choice?

| TEACHING WOULD BE A MORE APPEALING<br>CAREER CHOICE TO ME IF:                                             | NOT<br>IMPORTANT | SOMEWHAT<br>IMPORTANT | VERY<br>IMPORTANT |
|-----------------------------------------------------------------------------------------------------------|------------------|-----------------------|-------------------|
| 1. The starting salary of teachers were increased.                                                        |                  |                       |                   |
| 2. The work year for teachers were increased to 12 months (with a related increase in salary).            |                  |                       |                   |
| 3. Effective teachers were recognized and rewarded for their efforts.                                     |                  |                       |                   |
| 4. Disruptive students were disciplined effectively.                                                      |                  |                       |                   |
| 5. Ineffective teachers were required to improve their teaching or leave teaching.                        |                  |                       |                   |
| 6. The physical appearance of schools and classrooms were improved.                                       |                  |                       |                   |
| 7. The requirements to enter the teaching profession were as demanding as they are for other professions. |                  |                       |                   |
| 8. Students showed more interest in learning.                                                             |                  |                       |                   |
| 9. Teaching jobs were easy to find.                                                                       |                  |                       |                   |
| 10. The teaching profession was as respected as other professions are.                                    |                  |                       |                   |
| 11. The salary after several years of teaching were higher.                                               |                  |                       |                   |
| 12. There were more equipment or newer equipment in schools to help students learn.                       |                  |                       |                   |
| 13. Students showed more respect to teachers.                                                             |                  |                       |                   |
| 14. Other changes were made. (Please write in your own recommendation for change.)                        |                  |                       |                   |

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- L. From the list of changes in Question K. on page 7, please select the five (5) changes that you consider to be the most important ones on the list. Please write in the numbers of those five changes.

Number \_\_\_\_\_ Number \_\_\_\_\_ Number \_\_\_\_\_

Number \_\_\_\_\_ Number \_\_\_\_\_

- M. If the five changes you have just selected as most important were actually made, would you be more likely to choose teaching as a career?

\_\_\_\_\_ 1. Yes                      \_\_\_\_\_ 2. Maybe                      \_\_\_\_\_ 3. No

- N. Young people get information about careers from a variety of people or school programs or media. How much information about teaching as a career has each of the following sources given you? If you have not had experience with some of the sources listed below, place an X in the column labeled "Doesn't Apply."

| SOURCE OF INFORMATION ABOUT TEACHING:                                                      | NONE | SOME | GREAT DEAL | DOESN'T APPLY |
|--------------------------------------------------------------------------------------------|------|------|------------|---------------|
| *1. Your Father or stepfather or male guardian                                             |      |      |            |               |
| *2. Your Mother or stepmother or female guardian                                           |      |      |            |               |
| 3. Sister(s) or Brother(s)                                                                 |      |      |            |               |
| 4. Classroom Teacher(s)                                                                    |      |      |            |               |
| 5. Coach(es) or Music Director(s)                                                          |      |      |            |               |
| 6. Relative (not including parent, sister(s) or brother(s))                                |      |      |            |               |
| 7. Friends of your family                                                                  |      |      |            |               |
| 8. Your own friends                                                                        |      |      |            |               |
| 9. Your employer                                                                           |      |      |            |               |
| 10. Person from the media (radio, t.v., movie, newspaper, books, or recording personality) |      |      |            |               |
| 11. Other (please identify by title)                                                       |      |      |            |               |

\*Answer the question using the same adult you chose in Question D. (1 and 2) on page 3.

- O. Would you be interested in getting more information about teaching as a career?

\_\_\_\_\_ 1. Yes                      \_\_\_\_\_ 2. No

- P. Would you be willing to discuss your feelings about teaching as a career and this survey with an interviewer?

\_\_\_\_\_ 1. Yes                      \_\_\_\_\_ 2. No

**SECTION II**

Please answer each of the following questions.

A. What is the name and location (city) of your high school?

\_\_\_\_\_

B. What is your current grade in school?

\_\_\_ 1. 10th grade

\_\_\_ 2. 12th grade

C. What is your sex?

\_\_\_ 1. Female

\_\_\_ 2. Male

D. What is your race or ethnic background?

\_\_\_ 1. White (Non-Hispanic)

\_\_\_ 4. American Indian/Eskimo/Aleut

\_\_\_ 2. Black (Non-Hispanic)

\_\_\_ 5. Asian/Pacific Islander

\_\_\_ 3. Hispanic

\_\_\_ 6. Other (e.g. Haitian)

E. Which of the following job categories below come(s) closest to describing the kind of work you do now or have done for pay? Put an X beside as many as apply to your experience.

\_\_\_ 1. I haven't had paid work experience.

\_\_\_ 2. Lawn work or odd jobs.

\_\_\_ 3. Work in a restaurant or fast-food chain

\_\_\_ 4. Baby sitting/child care or coaching/tutoring of children

\_\_\_ 5. Farm or agricultural work

\_\_\_ 6. Factory work (skilled, semi-skilled, or unskilled)

\_\_\_ 7. Manual labor

\_\_\_ 8. Store clerk or salesperson

\_\_\_ 9. Office or clerical work

\_\_\_ 10. Hospital or health care work

\_\_\_ 11. Newspaper Carrier

\_\_\_ 12. Other (Please explain) \_\_\_\_\_

F. Which one of the following best describes your present high school program?

- ☐ 1. A general program
- ☐ 2. An academic or college preparatory program
- ☐ 3. A vocational (occupational preparation) program

G. Which one of the following best describes your grades in high school so far?

- ☐ 1. Mostly A's
- ☐ 2. About half A's and half B's
- ☐ 3. Mostly B's
- ☐ 4. About half B's and half C's
- ☐ 5. Mostly C's
- ☐ 6. About half C's and half D's
- ☐ 7. Mostly D's
- ☐ 8. Mostly below D's

H. What is the highest level of education your FATHER\* or stepfather or male guardian completed?

- ☐ 1. Less than high school graduation
- ☐ 2. High school graduation
- ☐ 3. Some special training or college courses after high school
- ☐ 4. College graduation
- ☐ 5. Completed graduate or professional degree(s) after college  
(e.g. Master's, Doctorate, Medical degree, Law degree)
- ☐ 6. Don't know

I. Was your FATHER\* or stepfather or male guardian born in the United States?

- ☐ 1. Yes
- ☐ 2. No

J. Please describe the most recent job held by your FATHER\* or stepfather or male guardian even if he is not working at present.

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\*Answer the question using the same adult you chose in Section I, Question D.(1), page 3.

L. What is the highest level of education your MOTHER\* or stepmother or female guardian completed?

- ☐ 1. Less than high school graduation
- ☐ 2. High school graduation
- ☐ 3. Some special training or college courses after high school
- ☐ 4. College graduation
- ☐ 5. Completed graduate or professional degree(s) after college (e.g. Master's, Doctorate, Medical degree, Law degree)
- ☐ 6. Don't know

M. Was your MOTHER\* or stepmother or female guardian born in the United States?

- ☐ 1. Yes
- ☐ 2. No

N. Please describe the most recent job held by your MOTHER\* or stepmother or female guardian even if she is not working at present.

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\*Answer the question using the same adult you chose in Section I, Question D.(2), page 3.

O. Which one best describes the yearly income of your family?

- |                                                 |                                                 |
|-------------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> 1. \$0 - \$14,999      | <input type="checkbox"/> 4. \$35,000 - \$49,999 |
| <input type="checkbox"/> 2. \$15,000 - \$24,999 | <input type="checkbox"/> 5. \$50,000 and above  |
| <input type="checkbox"/> 3. \$25,000 - \$34,999 | <input type="checkbox"/> 6. Don't know          |

THANK YOU VERY MUCH FOR YOUR COOPERATION



State of Florida  
Department of Education  
Tallahassee, Florida  
Ralph D. Turlington, Commissioner  
Affirmative action/equal opportunity employer

FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."